Library Progress International
Vol.45 No.1, January - June 2025: P.156-165

Print version ISSN 0970 1052
Online version ISSN 2320 317X

Original Article

Available online at www.bpasjournals.com

THE EFFECTS OF PROBLEM-BASED AND COMMUNITY-BASED SOCIAL STUDIES TEACHING TO PROMOTE 21ST-CENTURY SKILLS IN SMALL SCHOOL STUDENTS

[1]Wipada Phinla, [2]Wipapan Phinla*, [3]Natcha Mahapoonyanont

Faculty of Education, Thaksin University, Songkhla 90000, Thailand

How to cite this article: Wipada Phinla, Wipapan Phinla, Natcha Mahapoonyanont (2025). The Effects of Problem-Based and Community-Based Social Studies Teaching to Promote 21st-Century Skills in Small School Students *Library Progress International,* 45(1), 156-165

Abstract

This study focused on designing a management approach for social studies instruction that incorporates problem-based learning alongside community-based learning. Additionally, examine the outcomes of instructing social studies through the integration of problem-based learning alongside community-based learning. This study employs an experimental design featuring a one-group pretest-posttest approach, involving students from five small schools located in the Hat Yai District, under the jurisdiction of the Office of the Primary Educational Service Area of Songkhla, Area 2. During the initial semester of the 2024 academic year, a total of 89 individuals were examined. The instruments utilized in the study included a teaching plan for social studies that incorporated problem-based learning alongside community-based learning, as well as an assessment form for 21st-century learner skills. Assessment of the Social Studies Achievement Test and the evaluation form regarding student satisfaction with instructional methods, utilizing the specified model, among other considerations. The analysis of the data involved the application of fundamental statistical methods, specifically percentage, mean, and standard deviation. The findings indicated that social studies instruction was structured through the integration of problem-based learning alongside community-based learning. Comprising four learning management plans, one six-week period, totaling 16 hours, the learning management process unfolds in five steps: Step 1: Addressing social studies scenarios, Step 2: Incorporating Concepts from Social Studies, Step 3: Creation of social studies project, Step 4: Sharing findings from social studies research, and Step 5: Finalizing the Social Studies Audit. The findings from the implementation of problem-based learning alongside community-based learning in social studies revealed that learners are developing essential skills for the 21st century. The post-test scores of the students showed a significant increase compared to their pre-test scores, achieving a statistical significance level of .01. Additionally, the students' social studies achievement after their study period was notably higher than their performance prior to studying, also at the .01 level. The findings from the investigation into students' satisfaction with the teaching and learning process revealed that the students reported the highest overall satisfaction (M = 4.58, SD = 0.24).

Keywords : Social Studies Instruction, Problem-Based Learning (PBL), Community-Based Learning (CBL), 21st-Century Learner Skills, Small schools

Introduction

The primary aim of education management today is to equip learners with 21st Century Skills, which are vital for thriving in an era of economic expansion. Consequently, educational institutions at the primary level must structure their curricula to cultivate learners' attributes and competencies suitable for this new era (Ministry of Education, 2017, p. 3-4). To cultivate learners who meet the specified objectives, it relies on teachers as the purveyors of knowledge. Facilitate and motivate students to cultivate systematic thinking and independently resolve problems. In compliance with the National Education Act of 1999 and its amendments (No. 2) of 2002. Section 22 stipulates that education must uphold the principle that all learners possess the capacity for learning and self-development, and that learners are of paramount significance. The education management process must facilitate the natural development of learners to their fullest potential. (Ministry of Education, 2003, p. 13)

The majority of educators prioritize content-based learning over problem-solving processes, according to an analysis of teaching issues across a variety of subjects. The majority of Thai children continue to receive instruction in a lecture format, inundated with content and reliant on memorization and rote learning, as they lack comprehension of pedagogical methods and the ability to structure teaching effectively. We aim to improve the problem-solving skills and cognitive processes of students. Diverse issues These outcomes result in students lacking critical thinking skills, problem-solving abilities, and the capacity to resolve issues effectively. Consequently, the educational activities do not align with the established objectives. Kaewsupha Ong Saentong Charoenwit Somphongtham and Kanokkan Srisurin (2024, p. 131) concur with Urai Wannaphumong (2022, p. 355), who asserted that the majority of students perceive the subject matter of social studies, religion, and culture as complex and challenging to comprehend. This leads to learners experiencing boredom, a lack of motivation to study, and irresponsibility toward assigned tasks, culminating in diminished academic performance. These factors illustrate the challenges of structuring education to cultivate skills for the 21st century, which has not achieved the desired success.

We provide instruction in social studies using problem-based and community-based learning methodologies. This is a pedagogical approach that employs problems and communities as instruments, wherein educators guide students to confront authentic problem scenarios, engage in critical thinking, analyze issues, and collaboratively devise solutions. We encourage learners to independently contemplate, strategize, and execute each phase to comprehend the contextual challenges and genuine requirements of the community (Thitsana Khaemmani, 2008, p. 137; Phichanan Choti Wathanan, 2018, p. 14). Therefore, it is clear that problem-based learning is essential. The learner-centered management of education is essential. Students generate new knowledge, which constitutes the framework of learning. It enables learners to identify and independently resolve issues. It represents a genuine challenge that learners encounter. It fosters opportunities for learners eager to acquire in-depth knowledge of the subject. It enables learners to comprehend the subject matter thoroughly and retain it longer than if the teacher merely imparts the knowledge. The learner is at the center of learning, which includes processes like critical thinking, information retrieval, collaborative work, discussion, summarization, presentation, and work evaluation (Sutimakun Aunjai, Charunee Thipphamonton, and Charin Mangkang, 2020, 415). The social studies curricula will incorporate the concept of problem-based learning alongside community-based learning. It will facilitate the training of learners in effective teamwork. In cognitive analysis, we are considering ways to resolve real-world community issues while showcasing adaptability and flexibility. Exhibiting civic responsibility Incorporating perpetual lifelong learning.

The researchers recognized the significance of addressing learning challenges faced by primary school students in small schools for the enhancement of learners' skills in the 21st century. At the sixth-grade primary school level, academic performance in social studies and student satisfaction with social studies instruction using problem-based and community-based learning are examined. The researchers anticipate that this study will enhance the learning and skills of 21st-century students in primary schools within small schools in the Hat Yai District, under the jurisdiction of the Songkhla Primary Educational Service Area Office 2, thereby contributing significantly to the development of quality local communities in the future.

Research objectives

1. To develop a problem-based and community-oriented social studies teaching management system for sixth-grade students in small schools within the Hat Yai District, which falls under the jurisdiction of Songkhla Primary Educational Service Area Office 2.
2. To assess the outcomes of social studies instruction for sixth-grade students in Hat Yai District small schools, which fall under Songkhla Primary Educational Service Area Office 2's jurisdiction, by utilizing a blend of problem-based and community-based learning techniques.

Research Methodology

This study employs an experimental design featuring a single group with both pretest and posttest assessments.

1. Demographic

The study population comprises Grade 6 students from small schools located in the Hat Yai District, which falls under the Songkhla Primary Educational Service Area Office 2. This includes Wat Tha Sae School, Ban Nong Nai Khui School, Ban Wang Rang School (Prasit Upatham), Ban Bueng Phichai School, and Ban Thung Nam

School. In total, there are 5 classrooms with 89 students participating in the study. Through the application of purposive sampling,

2. Research conceptual framework

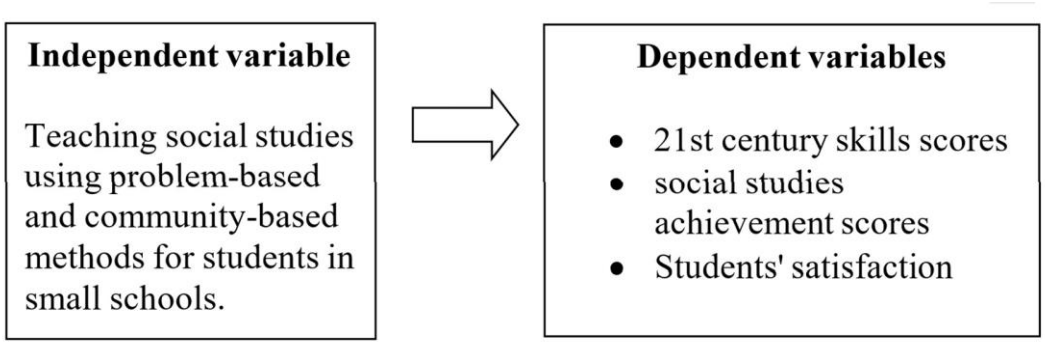
Independent variable
Teaching social studies using problem-based and community-based methods for students in small schools.
Dependent variables
21st century skills scores
social studies achievement scores
Students' satisfaction

Figure 1 Research conceptual framework

3. Instruments utilized in the study

3.1 The learning management tools comprise four social studies instructional plans utilizing problem-based and community-based learning, spanning a total of 16 weeks and 16 hours, with an average score of 4.60-5.00 and a standard deviation of 0.00-0.85.

3.2 Instruments employed for data collection comprise:

3.2.1 The 21st-century learner skills assessment form divides a five-level rating scale into three sections, with Section 1 emphasizing learning and innovation skills. Part 1 comprises 10 questions; Part 2 encompasses 10 questions pertaining to information, media, and technology skills; and Part 3 contains 12 questions regarding life and career skills. We deem the scale to have a mean of 3.50 or greater and a standard deviation not exceeding 1.00. The scoring weights for the responses are as follows: Strongly agree 5 points, Agree 4 points, Uncertain 3 points, Disagree 2 points, Strongly disagree 1 point, and use the following criteria to interpret the results of measuring learners' skills in the 21st century:

The average of 4.51-5.00 means that there is the highest level of agreement.

The average of 3.51-4.50 means that there is a high level of agreement.

The average of 2.51-3.50 means that there is a moderate level of agreement.

The average of 1.51-2.50 means that there is a slight agreement.

The average of 1.00-1.50 means that there is a minimal level of agreement.

3.2.2 The Social Studies Achievement Test is a standardized assessment. The test follows a four-choice format, consisting of 30 questions, each worth 1 point, resulting in a maximum score of 30 points. The test reliability stands at 0.83.

3.2.3 The evaluation form, which employs a 5-point rating scale with 20 items focused on learning content, measures student satisfaction regarding teaching and learning. There are five items in the learning activities section, five items in the learning media and resources section, and five items in the measurement and evaluation section. We deem the scale to possess a mean of 3.50 or greater and a standard deviation not exceeding 1.00. The scoring weights for the responses are as follows: Strongly agree 5 points, Agree 4 points, Uncertain 3 points, Disagree 2 points, Strongly disagree 1 point.

Apply the following criteria to scrutinize the results of the attitude assessment.

An average score of 4.51–5.00 indicates a high level of agreement regarding teachers' teaching management.

An average score of 3.51-4.50 indicates a strong consensus regarding the teachers' instructional management.

An average score of 2.51-3.50 indicates a moderate level of agreement with the teaching management of educators.

An average score of 1.51-2.50 indicates a low level of agreement with the teachers' instructional management. An average score of 1.00-1.50 indicates minimal agreement with the teaching management practices of educators.

4. Data collection

4.1 Assess learners' competencies in the 21st century We conducted the assessment of students' skills using the 21st century student skills assessment form, before implementing social studies instruction through problem-based learning and community-based learning.

4.2 Assess the social studies achievement of students through the administration of a social studies achievement test prior to the implementation of problem-based learning integrated with community-based learning.

4.3 Implement social studies instruction through problem-based learning in partnership with the community as a foundational approach. Small schools for students.

4.4 Assess learners' competencies in the 21st century We conducted the assessment of students' skills using the 21st century student skills assessment form after integrating problem-based learning and community-based learning into social studies instruction.

4.5 Evaluate students' social studies achievement by administering the social studies achievement test, which follows the implementation of problem-based learning and community-based learning in social studies instruction.

4.6 Evaluate the level of student satisfaction in social studies instruction for primary school students by integrating problem-based learning with community-based learning.

5. Data analysis.

5.1 Comparative analysis of learners' competencies in the 21st century before and after engaging in social studies instruction through problem-based learning integrated with community-based learning for students in small schools, utilizing dependent samples t-test in the form of Difference Score.

5.2 Comparative analysis of social studies achievement results before and after implementing problem-based learning integrated with community-based learning for students in small schools, utilizing dependent samples t-test in the form of a difference score.

5.3 Examination of student satisfaction regarding the instruction of social studies through problem-based learning integrated with community-based learning for primary school students, utilizing mean, standard deviation (SD), and content analysis for descriptive evaluation.

Research results

1. Management of Social Studies Instruction Through Problem-Based and Community-Based Approaches to Enhance Academic Achievement and 21st Century Skills of Students The research team collaboratively developed a social studies teaching plan for students in small schools, integrating problem-based learning with community-based learning, which included a learning management strategy. Four plans, totaling 16 hours, cover social studies content, which includes 1) cultural change, 2) Thai culture, and 3) strategies for preserving Thai culture. The researchers executed the learning management in five distinct steps, as outlined below:

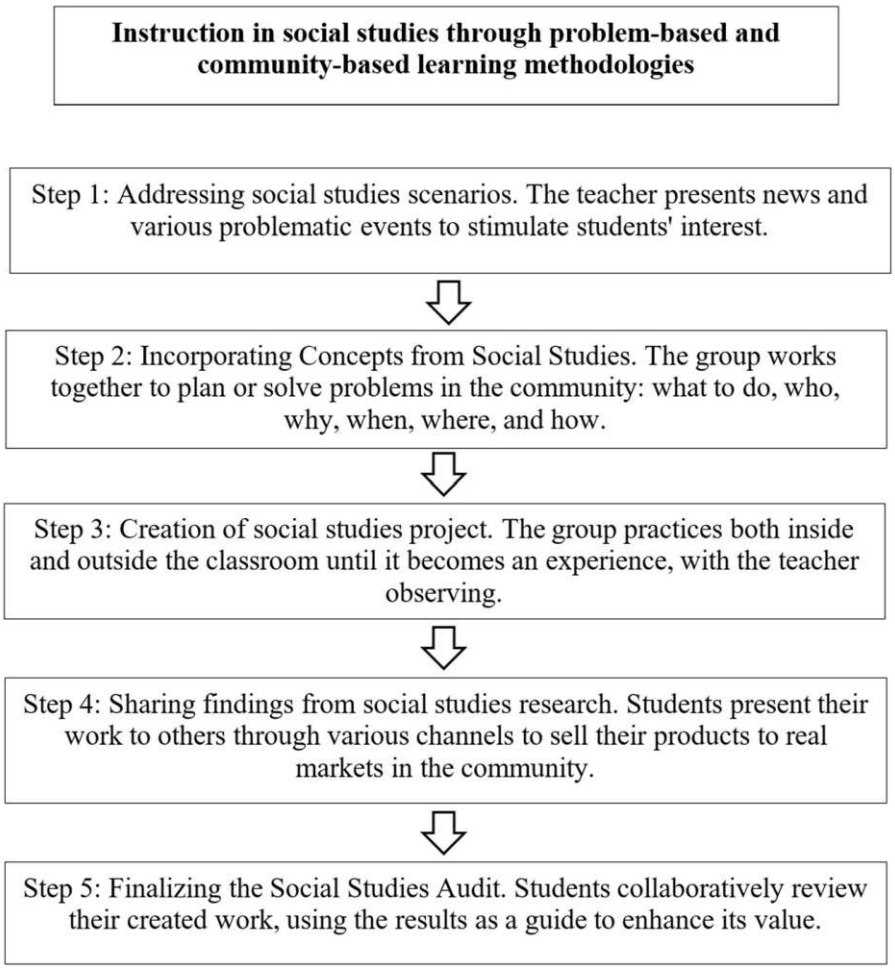
Instruction in social studies through problem-based and community-based learning methodologies
Step 1: Addressing social studies scenarios. The teacher presents news and various problematic events to stimulate students' interest.
Step 2: Incorporating Concepts from Social Studies. The group works together to plan or solve problems in the community: what to do, who, why, when, where, and how.
Step 3: Creation of social studies project. The group practices both inside and outside the classroom until it becomes an experience, with the teacher observing.
Step 4: Sharing findings from social studies research. Students present their work to others through various channels to sell their products to real markets in the community.
Step 5: Finalizing the Social Studies Audit. Students collaboratively review their created work, using the results as a guide to enhance its value.

Figure 2. Social studies teaching using problem-based learning and community-based learning for students in small schools

2. The comparison of the average scores of 21st century skills among students in Grade 6 small schools revealed that the average score after studying (M = 4.09, S.D. = 0.40) was higher than the average score before studying (M = 2.59, S.D. = 0.31). When considering each aspect with the highest average score at the highest level, it was life and career skills (M = 4.41, S.D. = 0.31), followed by learning and innovation skills (M = 4.38, S.D. = 0.22), information, media, and technology skills (M = 3.49, S.D. = 0.69), respectively, as shown in Table 1.

Table 1 Comparison results of average scores of 21st century skills of students (n = 89)

Learner skills In the 21st century	**Score**	**M**	**S.D.**	**Interpretation**
learning and innovation skills	Pretest	2.60	0.33	moderate
	Post- test	4.38	0.22	high
Information, media and technology skills	Pretest	2.46	0.35	Fair enough
	Post- test	3.49	0.69	moderate
life and career skills	Pretest	2.73	0.25	moderate
	Post- test	4.41	0.31	high
Total	Pretest	2.59	0.31	moderate
	Post- test	4.09	0.40	high

3. The study demonstrated that the achievement in social studies through problem-based learning combined with community-based learning significantly improved after the intervention, with a statistical significance level of.01. The post-study mean score was 22.49 (S.D. = 2.38), exceeding the pre-study mean score of 16.62 (S.D. = 2.41). The analysis of grade 6 students' performance in social studies before and after the implementation of problem-based learning combined with community-based learning revealed a pre-test mean score of 16.62 and a post-test mean score of 22.49. This resulted in a mean difference of 5.80 points, with a t-test value of 20.49. The findings indicated that the achievement in social studies following the implementation of problem-based learning combined with community-based learning was significantly higher than that achieved through problem-based learning alone, with a statistical significance level of.01, as illustrated in Table 2.

Table 2 Comparison of the average scores of social studies achievement (n = 89)

Scores	**M**	**SD**	**t**	**p**
Pretest	16.62	2.41	20.49	.000**
Post- test	22.49	2.38		

4. The results of the study of students' satisfaction towards the social studies teaching management using problem-based learning with community-based learning for primary school students in small schools in Hat Yai District, Songkhla Primary Educational Service Area Office 2, towards the social studies teaching management using problem-based learning with community-based learning found that the students' satisfaction towards the social studies teaching management using problem-based learning with community-based learning was at the highest level overall (M= 4.58, S.D. = 0.24). When considering each aspect with the highest average score at the highest level, it was the aspect of learning activity organization (M= 4.70, S.D. = 0.21), followed by the aspect of learning content (M= 4.60, S.D. = 0.29), the aspect of media and learning resources (M= 4.57, S.D. = 0.21), and the aspect of measurement and evaluation (M= 4.48, S.D. = 0.25), respectively, as shown in Table 3.

Table 3 Student satisfaction with the teaching of social studies using problem-based learning with community-based learning approaches

Point of opinion	**n = 89**		**level**	**Order**
	M	**SD**		
learning content	4.60	0.29	Most	2
organizing learning activities	4.70	0.21	Most	1
Media and learning resources	4.57	0.21	Most	3
measurement and evaluation	4.48	0.25	a lot	4
Total	4. 58	0.24	Most	

Discussion

1. The management of social studies teaching utilizes problem-based learning in conjunction with community-based learning. This approach has had a significant impact on the social studies achievements and skills of learners in the 21st century. Overall, five experts examined students from small schools and found them to be appropriate/consistent, with an average score ranging from 4.60 to 5.00 and a standard deviation score between 0.00 and 0.45. This suggests that the development of social studies teaching through problem-based learning with community-based learning is appropriate. The systematic and step-by-step development of the learning management demonstrates the structural appropriateness and consistency of problem-based learning with community-based learning, paving the way for future testing and application in learning management. The implementation followed the steps of the systematic methodology along with the research and development process, consisting of 5 steps: Step 1 involves confronting social studies situations. The teacher presents news and various problematic events to stimulate students' interest. Step 2: Integration of social studies ideas. Each group

works together to plan or solve problems in the community: what to do, who, why, when, where, and how. Step 3: Production of Social Studies Works. Each group practices both inside and outside the classroom until they gain experience, with the teacher observing. Step 4: Publication of social studies works Students present their work to others through various channels to sell their products to real markets in the community. Step 5: Students collaborate for a social studies examination. Students jointly examine the work they have created and then use the results to find ways to improve it in order to increase the value of the product. Teaching social studies using problems and the community as a base emphasizes issue solving and learning from real-life situations in the community. It focuses on having students find problems or situations related to their own community and then study them. The approach encourages students to explore and analyze data, identify potential solutions, and subsequently propose these solutions. In accordance with James Liszka's concept (2022: 97), we discovered that problem-based learning, when combined with community-based learning, enhances interdisciplinary teaching by encouraging students to engage in discussions, think critically, analyze problems, synthesize their knowledge and past experiences, analyze and find additional information needed to solve problems, search for information, select a solution, and ultimately present a correct and appropriate solution, thereby enhancing their learning experience. In line with the research conducted by Naruchin Bodhi Jaeng and Angkana Onthani (2022, p. 189), their study focused on developing problem-based learning activities in conjunction with place-based learning to enhance environmental literacy among Grade 3 primary school students. The study revealed that the five steps of problem-based learning activities were: 1) identifying real environmental problems in the community; 2) understanding the environmental problems of interest; 3) conducting research according to the specified educational framework; 4) synthesizing knowledge, summarizing and evaluating the answers; and 5) presenting and evaluating the work. The evaluation results showed a high level of appropriateness (M = 4.08, SD = 0.18) and an efficiency of 76.77/75.24, aligning with the specified criteria for community-based teaching management. According to Nipaphan Jensantikun's concept (2021, p. 78), community-based learning is a method that allows learners to interact socially through the use of the community as a case stIt aids students in both theoretical and practical learning, fosters the development of analytical thinking skills related to community problems, and encourages them to debate, analyze, and present solutions with critical thinking, similar to the research conducted by Kessri Thongchalem (2023, p. 1) on the development of learning management processes using the community as a base. ase. The goal is to enhance the problem-solving abilities of primary school pupils. Researchers discovered that the learning management process comprises six steps. There are 6 steps: 1) Studying the course content. 2) Analysis of learning resources and context in the community 3) Linking course content to the community context. 4) Designing active learning management to develop problem-solving skills. 5) Reflective activities, and 6) Real-world evaluation. The results show that the learning management process is more efficient when it uses the community as its base, the approach efficiency meets the standard criteria. 75/75

Skills for 21st-century learners the sixth-grade students from small schools in the Hat Yai District, under the Songkhla Primary Educational Service Area Office 2, exhibited post-test scores that were markedly superior to their pre-test scores, achieving statistical significance. 01. This occurred due to the integration of problem-based learning with community-based learning in the social studies teaching process. It is a process whereby educators seek to augment critical thinking, problem-solving, and collaborative skills among students and the community by conducting interviews, surveys, and meetings with community members to collect information pertinent to problem-solving. This enables students to attain a profound comprehension and association with pertinent societal issues. In alignment with the research conducted by Nifa Tihaa, Lomae Haskyana, Ruengkaew, and Namfon Kujareonpaisarn (2022, p. 2), the study examined learning management through the integration of problem-based learning and questioning techniques. The evaluation results of the learning management plans employing problem-based learning in conjunction with questioning techniques, as assessed by experts, were of superior quality. The comparison of the average scores of students' learning outcomes post-instruction revealed results significantly exceeding the 70 percent criterion at the.05 statistical level. The comparison of average scores for students' problem-solving abilities significantly exceeded the 70 percent criterion at the.05 statistical level, aligning with Kanyanat Sim Sawat's (2022, p. 47) research on community-based learning management. Strategies for managing learning in the 21st century during the COVID-19 pandemic indicate a teaching and learning format that prioritizes learner autonomy. Pintakan Nimmanut and Pen Phano Puangphae's research, which examines the enhancement of local curriculum through community-based learning methodologies, suggests that the practical

application of real community scenarios facilitates learners' comprehension of the educational process, fosters professional and social skills, and cultivates social responsibility. It was determined that students' learning outcomes before and after utilizing the curriculum exhibited a significant difference at the.05 level. Students demonstrated an elevated capacity to execute projects, and their perceptions of the curriculum were exceptionally positive.

The study on Social Studies Academic Achievement revealed that the post-test scores of 6th grade students in small schools within the Hat Yai District, under the Songkhla Primary Educational Service Area Office 2, were significantly higher than their pre-learning scores, with a statistical significance of. 01. The social studies teaching process employed problem-based learning alongside the community as a foundational element. Students will analyze the data and resources acquired from the study and the community. Students will devise solutions to these issues by studying, collecting, analyzing, presenting their work, or organizing community activities. The goal is to foster educational development and collaborative progress for both students and the community. Thitsanat Khaemmani (2008, p. 137) posits that problem-based learning involves structuring a learning environment where problems serve as instruments for fostering learners' comprehension of issues, exploring diverse solutions, and cultivating a desire for knowledge, alongside enhancing cognitive and problem-solving skills. Suphak Kaewsriphan and Charin Mangkang (2023, p. 17) conducted research on the management of social studies learning through the integration of problem-based learning and creativity-based learning. The students demonstrate an average score of 7.86 points in multi-dimensional thinking skills, which represents 87.31 percent of the maximum score of 9 points. This indicates a high level of proficiency, in line with Jirawan Ran Phanthura's findings. Research indicated that off-site education management, when integrated with community-based learning management, results in students exhibiting a statistically significant increase in their sense of attachment to their local area post-study compared to pre-study levels. 5, which aligns with the research conducted by Athit Thongkham and Phatthawat Jirapat Thanathorn (2021, p. 19) on the learning management model that utilizes community-based participation. Organizing community-based learning activities facilitates a deeper understanding of the social and cultural environment for both students and community members on an ongoing basis. Community-based education offers significant advantages. This experience is valuable for students.

Students expressed satisfaction with the social studies instruction provided through a combination of problem-based and community-based learning methods. Students in small schools within the Hat Yai District, under the jurisdiction of the Songkhla Primary Educational Service Area Office 2, exhibited a high level of satisfaction with the overall instruction in social studies utilizing problem-based and community-based learning methodologies, achieving a mean score of 4.58 with a standard deviation of 0.24. Upon evaluating each component with the highest mean score at the apex level, the learning activities ranked first (M = 4.70, SD = 0.21), followed by the learning content (M = 4.60, SD = 0.29), the media and learning resources (M = 4.57, SD = 0.21), and finally, the measurement and evaluation (M = 4.48, SD = 0.25). When teachers use problem-based learning along with community-based learning to teach social studies, they can get students interested in complicated questions or issues that come up in the community. This then helps them work together to find information and do research. Students work together to share ideas and pinpoint solutions, which enhances their analytical thinking abilities. Ingenuity In a practical setting, collaboration and communication are essential. This aligns with the concept of Tittiya Mandee. Songwansak Panjaikaew and Kantinan Wongchet (2021, p. 173) have conducted a study on problem-based learning. This learning management model enhances the quality of education by fostering analytical thinking, problem-solving, and creative thinking skills, thereby addressing contemporary educational requirements. That emphasizes facilitating profound learning for students. This aligns with the findings of Adem, Ahmet, and Sercan (2020, p. 177-180). An examination of learners' viewpoints regarding the problem-based learning curriculum was conducted. Students expressed satisfaction with problem-based learning and suggested the creation of a fully equipped computer laboratory that meets the demands of the digital era and fits each student's physical needs in the modern classroom. Tender Few's research (2021, p. 522) delved into the management of extracurricular learning activities, leveraging the community as a foundation. The evaluation of students' knowledge and comprehension of extracurricular learning activities yielded an overall high average score. The comprehensive evaluation of teachers' learning management competency is at an elevated level. The overall evaluation of students' learning abilities is at a high average level. After evaluating each facet at an elevated level, we identified the aspect of media/equipment and learning resources with the lowest average score (M = 4.33, SD = 0.19). Small schools frequently lack essential resources such as textbooks, teaching aids, information

technology, and sports equipment, which hinders the provision of contemporary and high-quality education. Consequently, educators ought to employ pragmatic instructional methods, collaborative learning, or utilize locally sourced materials and teaching videos, as well as free educational programs. To enhance the engagement and efficacy of teaching and learning, research by Panthita Chaiyo and Natchaset Poolcharoen (2023, 44) examined the organization of local history learning activities in Nan Province, utilizing the community as a foundation. They found that organizing educational activities using a variety of media proves to be successful. This will enhance learners' engagement and facilitate greater knowledge acquisition, exemplified by the activity "Learn about Your Hometown." It is an endeavor that employs the foundation of knowledge as its impetus. Students visit the area to engage in independent practice. They grasp the historical educational resources from the knowledge provider. They instruct learners to articulate their understanding collaboratively. They consider the perspectives of others. They establish the interconnections of knowledge. They assess and summarize the data they gather through activities or knowledge acquisition. It has the potential to improve learners' critical thinking skills. Mutita Aimthip and Ubon Wansongserm (2022, p. 64) conducted research on the evolution of problem-based learning management and found that students' innovative creativity abilities post-instruction averaged 44.85 points, representing 99.67 percent. Upon comparison of the criteria with the students' innovative creativity abilities post-instruction, it was determined that the students' scores in innovative creativity significantly exceeded the criteria at a statistical level of.05.

Recommendation

Recommendation for implementing research findings

1. Teachers must examine questioning techniques that align with each phase of instructional activities, emphasizing analytical, problem-solving, and creative thinking to foster the development of higher-order cognitive skills in students. Teachers should utilize open-ended questions to allow students to express their opinions regarding the content context and their individual ability levels.
2. Teacher ought to incorporate contemporary contexts. Facilitate students' perception of content as relevant and meaningful to their daily lives by emphasizing connections to real-world contexts. Encouraging students to discuss current events or situations relevant to them bridges the gap between theoretical knowledge and real-life experiences. Students must utilize video media from diverse educational sources. Facilitate collaborative opportunities for students to engage in problem-solving and peer feedback.

Recommendation for future research

1. A study should examine the effects of problem-based learning, community-based learning, and questioning in higher-order thinking skills. To develop appropriate learners, use analytical, critical, problem-solving, and creative thinking.
2. The learning management plan should combine problem-based learning, community-based learning, and other teaching methods and media. Modern methods include media, apps, online platforms, video, animation, audio, and illustrations to explain content. To improve diverse learners' learning.

References

- Adem, U., Ahmet, O., & Sercan, A. (2020). Students' views on a database management systems course designed according to problem-based learning. *International Journal of Evaluation and Research in Education (IJERE)*, 9(1), 177-187.
- Arthit Thongkam & Patarawat Jirapattananon. (2021). A participatory community-based learning model to develop community tourism management in Nonthaburi Province. *Education Review Journal*, 36(3), 12-20.
- Banchong Noipan. (2021). Developing a community-based learning model for extracurricular activities to enhance learning skills for students of Municipality School 3 (Ban Bo). *Journal of Liberal Arts and Service Industries*, 4(2), 521-533.
- Jirawan Phanthura. (2023). Offsite education integrated with community-based learning to promote local attachment in upper primary students. *Journal of Learning Innovation and General Education*, 1(2), 8-20.

- James Liszka. (2022). The Common Problems Project: An interdisciplinary, community-engaged, problem-based pedagogy. *Journal of the Scholarship of Teaching and Learning*, 22(2), 96-118.
- Kaewsupa Sangthong, Charoenwit Sompongtham, & Kanokkan Srisurint. (2024). Effects of problem-based learning in economics for grade 3 social studies, religion, and culture. *Wanampadong Buddhist Review Journal*, 11(1), 129-142.
- Kanyanat Simsawat. (2022). Community-based learning management: Strategies for 21st-century learning amidst the COVID-19 pandemic. *Srilanchang Research Journal*, 2(6), 47-55.
- Kasiri Thongchalerm. (2023). Developing a community-based learning process to enhance problem-solving skills for primary school students. *Khon Kaen University Education Journal*, 46(4), 1-12.
- Mahapoonyanont, N., Hansen, S., & Poskitt, J. (2017). A comparative study of model to support teachers' capacity in assessment for learning in Thailand and New Zealand. *International Journal of Sciences: Basic and Applied Research*, *1*(36), 245-265.
- Mahapoonyanont, N. (2019). Assessment for learning in classroom: how does it work?. *International Journal of Management and Applied Science*, *5*(5), 60-65.
- Mahapoonyanont, N. (2019). Integration of teaching, academic services and research to reinforce professional learning community: Work-integrated learning for teacher students. In *New Zealand Association for Cooperative Education 2019 Refereed Conference Proceedings*.
- Mahapoonyanont, N. (2020). Educational Innovation Based on Assessment for Learning Concepts: A Guide to Drive Education 4.0. *GATR Global Journal of Business Social Sciences Review*, *8*(2), 132-143.
- Ministry of Education. (2003). National Education Act B.E. 1999 (2nd Edition) B.E. 2002. Bangkok: Prikwan Graphic Printing.
- Ministry of Education. (2017). National Education Plan B.E. 2017-2036. Bangkok: Prikwan Graphic Co., Ltd.
- Mutita Iamtip & Ubonwan Songsom. (2022). Developing problem-based learning to enhance creativity and innovation skills for grade 7 students. *Academic Journal of the Institute for Buddhist Scholars*, 5(3), 64-75.
- Naruchin Phochang & Angkana Onthanee. (2022). Developing problem-based and place-based learning activities to promote environmental literacy for grade 3 students. *Panyapath Social Science Journal*, 4(4), 189-198.
- Nifateha Lome, Haskaya Rueangkaew, & Namfon Koocharoenpaisan. (2022). Problem-based learning with questioning techniques to enhance understanding of matter in daily life for grade 5 students. *Research Journal for Learning Reform*, 5(2), 1-18.
- Nipapan Jensantikul. (2021). Community-based learning: Reflections from experience and learning. *Humanities and Social Sciences Journal, MMR Northeast Campus*, 2(3), 78-85.
- Pandita Chaiyo & Natchet Phulcharoen. (2023). Local history learning activities of Nan province through community-based learning to foster critical thinking processes. *Journal of Wisdom*, 30(1), 37-48.
- Phintakarn Nimmanut & Phenpano Phuangphae. (2022). Developing a local course curriculum using community-based learning for grade 7 students. *Kurasart Journal*, 16(1), 201-213.
- Supak Kaewsri & Charin Mangkhum. (2023). Social studies learning with problem-based and creative-based learning to promote pluralistic thinking skills for junior high school students, Wattanothai Payap School, Chiang Mai Province. *Journal of Eastern Seaboard Institute of Technology*, 2(1), 17-29.
- Sutima Unjai, Jarunee Thipayamonthon, & Charin Mangkhum. (2020). Problem-based learning in social studies to promote creative thinking skills among Pakakeryor students, Ban Nong Bua School, Tak Province. *Journal of Buddhist Social Science and Anthropology*, 5(5), 413-425.
- Tisana Khammanee. (2008). The Art of Teaching: Knowledge for Effective Learning Process Design (4th ed.). Bangkok: Chulalongkorn University Press.
- Tittiya Mandi, Sanguansak Panjaikaew, & Kantinan Wongchet. (2021). Problem-based learning to foster creative thinking skills. *Journal of Wisdom*, 28(2), 173-182.
- Uraiwan Poomang. (2022). Enhancing learning outcomes in social studies, religion, and culture on rights protection laws through online learning activities for grade 7 students. *Silpakorn Journal of Educational Research*, 14(1), 353-368.